Students' Attitudes towards the Use of Blended Learning in Enhancing their Speaking Skill

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in didactics of foreign languages

Submitted by   **Supervised by**

- Boukrika MERIEM   - Boukhedenna AMAL

- Bouhelassa HADJER

Board of Examiners

- **Chairperson:** Bounar FATEH, Jijel University

- **Supervisor:** Boukhedenna AMAL, Jijel University

- **Examiner:** Melit ILHAM, Jijel University

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Declaration

We hereby declare that the dissertation entitled "Students' Attitudes towards the Use of Blended Learning in Enhancing their Speaking Skill," is my own work and all the sources we have used have been acknowledged by means of references. we also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature   Date

Boukrika MERIEM   10/07/2021

Bouhelassa HADJER

I

Dedication

I dedicate this humble work

To my beloved parents for their endless love, prayers and sacrifices;

To my dear sisters, brothers and sisters-in-law who have been always there for me;

To all my lovely friends, relatives, and colleagues with whom I shared the best moments at the university;

To my wonderful friend Ikhlass for her endless support and constant help;

To the beloved people who mean so much to me;

And to anyone who has provided me with support to accomplish this work.

Meriem BOUKRIKA

I would like to dedicate this work

To my parents "thank you for your love and support throughout all my life";

To my beloved husband "thank you for your understanding and constant encouragement so that I could achieve my passion";

To all my sisters, Meriem, Dounia, Marwa, and Khadidja for their support and valuable advice;

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To my lovely son;

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Abstract

This study seeks to explore second-year students' attitudes towards the use of blended learning to enhance their speaking skill. Learning how to speak is considered as one of the challenging tasks which seemingly EFL learners fail to acquire due to the lack of speaking opportunities inside and outside the classroom. For this reason, teachers need to implement new innovative methods that provide them with better chances and facilitate the teaching of the speaking skill. In an attempt to find effective methods to enhance the speaking skill, the study suggests using blended learning as a teaching method that combines both traditional learning and online learning. The researchers hypothesize that implementing blended learning in EFL classes has a positive effect on improving students' speaking skill. To test this hypothesis, a quantitative approach was utilized with descriptive statistical data collected using a questionnaire administered to 35 second-year students of English at the University of Jijel. The findings revealed that most of the respondents hold positive attitudes towards blended learning. They believe that blended learning provides them with more speaking opportunities, motivates them to raise their interaction and performance and make the learning process more enjoyable.

Key words: Attitudes, Blended Learning, Speaking Opportunities, Speaking skill.

List of Abbreviations

1- **EFL: E**nglish as a **F**oreign **L**anguage

2- **ESL: E**nglish as a **S**econd **L**anguage

3- **TEFL: T**eaching **E**nglish as a **F**oreign **L**anguage

4- **AMEP: A**dult **M**igrant **E**nglish **P**rogram

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Introduction

Over the past decade, technology has played an important role in people's daily lives. The Internet in particular has become an essential part of most human activities such as communication, science, business, education, and other fields. With the development of technology, efforts have been made to integrate these technological advancements in education in general, and in teaching and learning English as a foreign language (EFL) in particular. "The development of learning by utilizing this technological development is very important and must be used by the teacher or educator as much as possible" (Sudarsana et al., 2019, p. 2). For that reason, it is important for educational systems to take into consideration the increasing change in the world caused by technology and prepare students to cope with it successfully. By integrating new innovative methods that seek to deal with different classroom challenges, as well as improving students' language skills.

In learning English, it is important for students to master the four skills; speaking, listening, writing and reading. Among these skills, speaking is regarded as being the most difficult one to build and improve inside the classroom setting. Richards (2008) stated that "the mastery of speaking skills in English is a priority for many second language or foreign language learners" (p. 19). In this respect, the mastery of the speaking skill has become increasingly important for EFL students, and it heightens students' needs in having good methods that enable them to practice their speaking skill. Based on this consideration, students need more time and opportunity to master the spoken language inside and outside the classroom.

To address this issue, educational institutions need to implement a new innovative method of teaching known as blended learning, mixed learning, or hybrid learning. Blended learning could be simply defined as a teaching and learning method that combines

both the traditional way of learning (face-to-face in the classroom setting) and online learning (using online tools). Blended learning is "very useful to students in learning English because it enables them to practice language inside and outside the classroom which enhances their ability in language skills, particularly the speaking skill" (Sharma & Barrett, 2009, p 40). The growth of technology today makes the concept of blended learning more popular, since there are hundreds of software, website applications, and tools that support this approach especially in learning languages. The current study seeks to investigate the role of blended learning on enhancing students' speaking skill.

a) Background of the Study

Research over the integration of technology in education has gained popularity in the late 20th century. Therefore, researchers are in constant search for more appropriate and innovative techniques that enable learners to practice more the target language. Alijani, Kwun & Yu (2014) supported this idea when they claimed that "the integration of instructional technology was to be used as a tool for teaching and learning or a device to deliver daily classroom instruction" (p. 130). There has been an urgent need to combine traditional face-to-face learning with technology-conducted learning to come up with what is now commonly known as blended learning.

A number of studies have been done concerning the implementation of blended learning in teaching and learning foreign languages. In this vein, Owson, York & Murtha (2013) in their study investigated whether blended learning is suitable for all students or not. The study deduced that highly achieving students were mostly satisfied with blended learning and preferred this method over the traditional one in terms of convenience, engagement, and effectiveness of learning. While low achievers were observed to prefer the traditional face-to-face class only.

Blended learning also plays a vital role in facilitating the learning of language skills. Banditvilai (2016) in his study attempted to improve learners' language skills through blended learning. The results of the study indicated that blended learning can positively affect the learning of all four language skills. On the other hand, Young (2008) hypothesized that blended learning could also affect learning a language sub-skill. To test this, he studied the effects of blended learning on learning vocabulary. Where blogs and videos were used with the experimental group, whereas the control group followed the traditional methods. The results indicated that blended learning affect also the learning of vocabulary.

In Turkey, Kirkgoz (2011) conducted a study to investigate designing and implementing a speaking course through blended learning with the use of technology in higher education. Analysis of quantitative and qualitative data revealed that students made a noticeable improvement in their oral communication skills. Thus, they were positive in their perceptions towards integrating technology into learning.

Most of the research studies discussed above shed light on the effectiveness of using blended learning in education. They are based on testing the effects of blended learning on language skills. Similarly, the current study aims at investigating learners' attitudes towards the use of blended learning in enhancing their speaking skill within the Algerian context. However, there has not been, to the researcher's current knowledge any research conducted about what EFL leaners, at university of Jijel, think of the integration of blended learning in improving EFL learners' speaking skill.

b) **Statement of the Problem**

In an EFL context, the ability to speak fluently is considered the most essential skill, since it is regarded as the basis for communication. It is of great significance for students to be able to speak English and express themselves clearly, "we live in a time

where the ability to speak English fluently has become a must especially for those who want to advance in certain fields of human endeavor" (Al- Sibai, 2004, p. 3). In this sense, speaking is considered as the most important skill in English that should be mastered and improved at different levels of educational systems especially tertiary education. However, with the COVID-19 pandemic, most of the educational institutions including universities are being forced to move at a faster pace in a short period of time to ensure the continuity of the learning and teaching processes. On the other hand, students face many difficulties in practicing speaking due to the insufficiency of time to improve and master this primordial skill. In addition, teachers still use only the traditional methods in teaching during this unusual situation; because of the limitations and obstacles they face when trying to implement other methods. This was largely a result of the challenges encountered in the areas of speaking skill material, design and development. These problems prevent students from getting any opportunity to speak. Thus, they will be de-motivated and lose interest in learning.

To overcome the problem discussed, it is suggested that implementing blended learning as a teaching method may help students to improve their speaking skill. Considerably, this method might be effective in enhancing students' speaking skill.

c) Research Questions/ Hypothesis

The current study aims at answering the following research questions:

- To what extent is blended learning effective to enhance students' speaking skill?

- What are the students' perceptions with regard to the use of blended learning in improving their speaking skill?

In an attempt to answer the research questions of the study, it is hypothesized that:

- Implementing blended learning in EFL classes has a positive effect on improving students' speaking skill.

d) The Aim and Significance of the Study

In the context of teaching and learning English as a foreign language, there has been a shift from the traditional way of learning towards blended learning. The current study attempts to shed light on the efficiency of using blended learning to support learning and teaching processes. Precisely, it aims at examining the students' perceptions about the use of blended learning as a teaching method to improve their speaking skill.

This research could be significant for EFL teachers as well as learners. It might be significant for the teachers as it provides them with a new innovative method for teaching speaking. It also could be effective for EFL learners who want to enhance their speaking skill with the use of technology. Additionally, it enables them to enjoy the learning process by providing them with opportunities to practice their speaking skill.

e) Research Methodology

To reach the aim of the study and to validate the hypothesis, data needs to be collected and analyzed to get reliable results. The nature of the topic and the variables of the present research lead to adopt a quantitative approach for achieving the main aim of our research. The questionnaire has been administrated to second-year students of English at the university of Mohammed Seddik Ben Yahia. This research tool can be helpful to elicit the students' attitudes toward the use of blended learning in enhancing the speaking skill.

f) Organization of the Dissertation

This dissertation is divided into two chapters starting with a general introduction and ending with a general conclusion. The first chapter constitutes a review of literature while the second chapter is devoted to the fieldwork. Chapter one is divided into two sections; the first section is entitled "Speaking Skill" which includes a definition of speaking, the importance, types, features, the characteristics of good speakers, speaking

activities in EFL classes, and speaking difficulties. The second section is entitled "Blended Learning". It includes a definition of blended learning, the history and the origin of this approach, the importance, characteristics, the methods and the role of teacher and student in blended learning along with the relation of blended learning to speaking. The second chapter, on the other hand, is devoted to the practical part. It is divided into three sections; the first section presents and discusses the research tools and the procedures that are carried out to investigate the research questions and hypothesis. The second section describes the population and the sample which were relied on in this research. The third section discusses the overall results of the research work. Finally, a general conclusion that sums up the pedagogical implications and educational recommendations.

<center>**Chapter One: Speaking skill and Blended Learning**</center>

Introduction

   This chapter is an overview about the role of Blended Learning in enhancing learners' speaking skill. The chapter is divided into two sections. On one hand, the first section discusses the definitions of speaking skill provided by different scholars along with its types and importance. Additionally, it outlines the characteristics of a good speaker of English language. Ultimately, it highlights the different features that speaking has, and finally it sheds light on the speaking activities and the difficulties encountered by EFL learners in improving their speaking. On the other hand, the second section begins with the definition of blended learning and its origins in the history. After that, it introduces blended learning as a method that proved to be of great importance to learning and teaching. It highlights also its characteristics, models, as well as the teacher and student roles in blended learning. The section ended up with a relationship of blended learning to speaking.

Section One: Speaking Skill

1.1. Definition of Speaking Skill

   Speaking is considered as one of the essential skills in language learning; that is why, ample research has been made with regard to this skill and how to improve its teaching and learning in EFL classes. According to Maxom (2009), "speaking is the ability to produce sound or words to express, to state, and to show thoughts, ideas and feeling" (p. 183). In this respect, speaking is not only the utterance of sound or words, it is also a tool for sharing ideas, thoughts, and feelings with others.

   Chaney (1998) defined speaking as "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts" (p. 13). Another definition of speaking was proposed by Brown (2004), who claimed that "speaking is a

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productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of test taker's listening skill, which necessarily compromises the reliability and the validity of oral production test" (p. 140)

From the definitions above, researchers agree on the point that speaking is a process of exchanging information, giving ideas, and expressing feelings in understandable and clear way; through the use of verbal and non-verbal language. In this sense, it can be done verbally through the use of words and voice or non-verbally by using other techniques such as gestures, body language, head nod, and eye contact.

1.2. The Importance of Speaking Skill

Speaking is generally a means of communication and interaction that plays a crucial role in our daily life. More precisely, it is one of the most important skills that must be mastered and developed in EFL context. According to (Leong & Ahmadi, 2017),

> Human are programmed to speak before they learn to read and write. In any given, human beings spend much more time interacting orally with language rather than using it in its written form. Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension. (p. 35)

Additionally, speaking is a fundamental skill that provides learners with many opportunities such establishing relationships, communicate with others and so on. Hence, students who reached the highest levels of speaking and communicating are those who are able to build self-confidence, get better job opportunities and "become stronger in decision-making and problem-solving" (Rao, 2019, p. 10).

1.3. Types of Speaking

Researchers classify speaking into different types based on the role it plays. Each type of speaking will provide EFL learners with an opportunity to express themselves in different situations. Brown (2004) stated that there are five types of speaking (p. 141-142).

1.3.1. Imitative Speaking

This type of speaking refers to the ability of simply imitating a word, phrase, or possibly a sentence. It is "interested only in what is traditionally labeled "pronunciation" (Brown, 2004, p. 141). Moreover, imitative highlighted the point that the communicative competence of language is not important as the persons' pronunciation. Thus, it increasingly helps learners to understand, convey meaning, or to participate in an interactive conversation (Brown, 2004, p. 141).

1.3.2. Intensive Speaking

Intensive refers to the second type of speaking. "It is the production of short stretches of oral language that designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship" (Brown, 2004, p. 141). Moreover, intensive speaking emphasizes the point that understanding meaning needed the response of certain tasks, where the interaction with the listener is minimal. An example of this would be expressing in reading aloud a passage from a text, where the interaction with the listener is not important.

1.3.3. Responsive and Interactive Speaking

Responsive assessment tasks include interaction and test comprehension at a limited level as very short conversation, standard greetings, small talk, simple requests, and comments (Brown, 2004, p. 141). In this context, the speaker participates in short discussions with a brief interaction with others; in an attempt to answer questions required from an interlocutor. Additionally, the major difference between responsive and interactive speaking is the length and the complexity of sentences that sometimes includes multiple exchanges and multiple participants (Brown, 2004, p. 142). In other words, it allows for more than two interlocutors during a long conversation. Thus, this will encourage learners to be more engaged in communication and express their opinions and ideas freely.

1.3.4. Extensive Speaking

According to Brown (2004), extensive speaking includes speech production**.** However, in extensive speaking the speaker does not need to interact with others in making discussions or answering questions (p. 142). In this sense, students are responsible to produce clear and intelligible speech, in which they are the only one who speaks during the speech presentation time.

1.4. Features of Speaking

In the EFL context, students should exhibit some speaking features while learning a second language. It is because; in the English learning process, speaking components are considered as the main sources that provide a successful learning process to the students. They have an important role in promoting students' speaking skill, to get the best outcome. That is to say, speakers should develop the following features: fluency, grammar, pronunciation, and vocabulary.

1.4.1. Fluency

Fluency refers to "the ability to use the language quickly and confidently without too much hesitations" (Vu, 2018, p. 15). In other words, it is the ability to deliver a message in a correct way with no mistakes and hesitation in choosing words. According to Kummar (2013), there are two major points in fluency; the first one illustrates that meaningful communication is the key to develop spoken skills, whereas the second state that correction of errors should be given, otherwise communication is hampered (p. 18).

1.4.2. Grammar

Grammar refers to "the way words are put together to make correct sentences" (Ur, 1996, p. 75). In other words, it deals with the correction of insignificant grammatical errors, which enable the speaker to produce correct sentences in an appropriate grammatical structure. Moreover, Ur (1996) emphasized that "The aim of grammar

practice is to get students to learn the structure so thoroughly that they will be able to produce them correctly on their own" (p. 83).

1.4.3. Pronunciation

Pronunciation refers to the production of sounds that we use to create meaningful messages. Evidently, it deals with the way spoken words are pronounced during a conversation. "The aim of pronunciation improvement is not to achieve a perfect imitation of native accent, but simply to get the learner to pronounce for accurately enough to be easily and comfortable comprehensible" (Ur, 1996, p. 52). Owing to the fact that pronunciation provides learners with comfortable conversations, it is supposed for students to have a comprehensible pronunciation that allows them to interact in successful communication.

1.4.4. Vocabulary

Vocabulary can be defined roughly as "the words we teach in the foreign language" (Ur, 1996, p. 60). It is broadly viewed as one of the most important aspects of learning a foreign language. Therefore, the goal of vocabulary development is to help students become independent learners who can infer meanings of unknown words (Cooper et al., 2011, p, 228). This aspect of language enables learners to perform better during communication; consequently, it attains to facilitates the process of encoding written and oral messages.

1.5. Characteristics of a Good Speaker

Speaking is one of the most essential skills that should be learned in foreign languages. However, to achieve the highest level at the target language learners must have a good level of proficiency in the notion of speaking. Urban (2007) argued that a good speaker is a dynamic, effective, confident speaker (p. 4-5), he pointed out that:

1. An effective speaker can listen to him/ herself critically. He/ she can instantly recognize when making a mistake and correct it immediately.

2. An effective speaker has control over his/ her voice. His/her ability to regulate the voice, gives the listener an impression of strength, authority, and power.

3. An effective speaker avoids making vocal mistakes (speak too quickly or too loudly).

4. An effective speaker speaks clearly. He is very careful to enunciate his words completely, opening his moth enough to articulate every syllable and every word.

5. An effective speaker has a powerful vocabulary. He is able to incorporate words into his speech that denotes intelligence and active mind.

6. An effective speaker controls her/ his body language. She/ he knows that correct posture create confidence and helps her/ him to maximize the tonal quality of the voice.

7. An effective speaker can put it all together. She/ he carefully and patiently works to include all of these elements whenever she/ he speaks, regardless of situation.

8. An effective speaker always look for new ways to improve his/ her speaking abilities. (Urban, 2007, p. 4-5)

1.6. Speaking Activities in EFL Classes

Generally; within educational settings, there are many strategies applied and developed in the teaching and learning process. However, the strategies for teaching the English skills are made in an appropriate way for each skill; to attain the expected outcomes. More precisely, speaking activities should be taken into account as essential in foreign language classes. In fact, there are different types of practice activities that are expected to make students more exciting and motivates them to improve their speaking skill in various aspects.

1.6.1. Discussion and Dialogue

In discussion tasks, learners have to share their personal ideas with others drawing on their own background knowledge experiences. Essentially, they are given a real-life issue or problem and work together to make a recommendation and offer solutions that are acceptable to all. The benefit from this task is that students can potentially develop high-level thinking and reasoning skills (Christine, 2012, p. 207). In addition, it is significant to highlight that dialogue tasks are regarded also as one of the well-used activities in speaking sessions. In this regard, "dialogue activities are carried out through conversations that require quick response and hardly allows the speaker to reflect on their speech in the communication process" (kummar, 2013, p. 20).

1.6.2. Retelling the Story and Drilling

In retelling the story tasks, test-takers read or hear a story that they are mainly asked to retell after. The objective in using such task varies from listening comprehension, it results in the production of an amount number of oral discourse features as fluency, and interaction with the listener (Brown, 2004, p. 182). Drilling, on the other hand, is simply imitating or repeating words, phrases, and even whole utterances. Typically, after learners listened to a taped dialogue and studied the transcript, the teacher can isolate specific phrases and ask students to repeat them. This kind of task provides a means of gaining articulatory control over language and pronunciation difficulties (Thornbury, 2005, p. 64)

1.6.3. Question Answering and Oral Presentation

Generally, question answering tasks refer to some language forms that consist the responses of questions required from an interviewer. "The question at the responsive level tends to be genuine referential questions, in which test-taker is given more opportunity to produce meaningful language in response" (Brown, 2004, p. 159). In terms of instructional materials that encapsulate the overall speaking activities, the oral presentation task is being

regarded as one of the most known and used activities within the EFL context. For instance, an oral presentation is carried out when the students are presenting a specific project that highly provides them with the opportunity to talk or communicates with others by using their own language (Fitria, 2013, p. 97-98).

1.6.4. Information-gap Tasks

In information-gap tasks, learners are given different sets of information for a task. More precisely, they need to work together in pairs or in small groups to share that information. Where the information given to each learner is presented in a number of ways, including printed handouts, recorded audio or video texts, short reading text, pictures of diagrams, and printed texts with illustrations (Christine, 2012, p. 203).

1.7. Speaking Difficulties

Speaking skill is one of the most important skills in the context of learning English as a foreign language (EFL). However, learners still face some obstacles with regard to its practicing and mastering. That is because, learners cannot speak foreign languages perfectly and easily especially in front of an audience. Hence, many learners encounter some difficulties while speaking which prevent them from being fluent speakers.

1.7.1. Lack of Motivation and Good Pronunciation

According to Ferreira et al. (2011), "motivation refers to a set of internal forces/impulses that guides the behavior of an individual for a specific purpose" (p. 1709). In this sense, motivation is a psychological drive that encourages people to do things for specific purposes. It has a clear link with the language learning process, in which it is often used with respect to second language learning as a simple explanation of underachievement. Harmer (2001) classify two distinct types of motivation:

> Extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of future travel. Intrinsic motivation, by contrast, comes from within the individual. Thus, a

person might be motivated by the enjoyment of the process of learning itself or by a desire to make themselves feel better. (p. 51)

It is mentioned that motivation plays a vital role in producing successful communication. Hence, learners with strong motivation could effectively keep going in learning and get better scores that extremally develop their achievement. As well as, performing better in producing appropriate speech while speaking. In addition, given the fact that pronunciation is an essential building block in the language system; it has become as well, one of the obstacles that affect students' speaking abilities. Eventually, it concurs that pronunciation encloses the fact that what inhibits students from being able to speak fluently is the lack of good pronunciation. Within this perspective, pronunciation refers to the production of sounds that we use to deliver meaning. According to the AMEP research center (2002):

> Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect! Such learners may avoid speaking in English, and thus experience social isolation, employment difficulties and limited opportunities. (p. 1)

To put it in a nutshell, good pronunciation is considered to be more important than students' background in grammar and vocabulary. In which, what really matters is how good a person pronounces words correctly, rather than how perfect his grammar is.

1.7.2. Shyness and Anxiety

Shyness refers to the emotions that students feel when they speak in the classroom, especially in front of the audience. This indicates that shyness might be a real problem for students because shy speakers tend to lose confidence and strong personality. This idea was supported by Sari (2011), who pointed that learners are often hesitant to speak because they are afraid of pronouncing the words correctly, or feel really shy about talking in front of other students (p.1). Accordingly, it is significant to highlight that what affects students' ability in speaking is that they may be exhibits to some symptoms of

anxiety. As far as anxiety is concerned, it is an important effective variable in language learning. Hilgard & Atkinson (1971) stated that "anxiety is a psychological constant commonly described by a psychologist as a state of apprehension, a vague fear that only indirectly associated with an object" (Hilgard & Atkinson, 1971 as cited in Scovel, 1991, p. 18). Young (1991) identified six sources of anxiety:

1. A personal and interpersonal belief (e.g., fear of failure, competitiveness, communication apprehension, negative social evaluation).

2. Learner's beliefs about language learning (e.g., perception of mistakes, views of instructional activities, priorities and preferences).

3. Instructor-beliefs about language learning (the role of instructors and his/ her relationships with learners, in which the teacher tries to discover his/ her students' problems and work for solving them).

4. Instructor-learners' interactions (e.g., manner of error correction).

5. Classroom procedure (e.g., oral presentations).

6. Language testing (e.g., test format, test items, match between practice and testing (Young, 1991, p. 428-429).

1.7.3. Lack of Confidence and Self-esteem

Usually, students do not feel comfortable speaking out because they don't have enough self-confidence. They always take into consideration what people think about them when they speak. Dornyei (2011) stated that "students need to have a healthy self-respect and need to believe in themselves as learners" (p. 86). On one hand, self-confident students should not only concern with good pronunciation, but they have to communicate and make the listener understand the information being delivered by them (Mareta et al., 2017, p. 2). This shows that students' lack of confidence occurs when they could not acquire understandable conversations with others, which commonly affects their motivation in

speaking and interaction. On the other hand, self-esteem refers to the psychological and social phenomenon in which an individual evaluates their own abilities. According to Brown (2000):

> Self-esteem is probably the most pervasive aspect of human behavior. It could easily be claimed that successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself and self-efficacy belief in your own capacity to successfully perform that activity. (p. 154)

In the context of language learning, it is important to be concerned about learners' self-esteem. "As a first step, teachers themselves need to be aware of their own self-esteem, to understand what learners' self-esteem is" (Rubio, 2007, p. 7). In this vein, Teachers are responsible for giving feedback to their learners, in order to motivate them and develop their self-esteem considerably.

1.7.4. Lack of Speaking Opportunities

In any foreign language classroom, many considerable problems occur that may lead teachers to look for more appropriate ways and solutions to solve them. Accordingly, teaching speaking is considered as one of the challenging tasks because teachers need more time and effort to provide their students with more opportunities to speak. According to Ur (1996) "Speech is very difficult to assess quickly and objectively" (p. 134). This basically illustrates that speaking is the most difficult skill that needs a priority in any foreign language classroom. However, what restrain students from mastering the spoken language fluently, is the lack of time, opportunities, and priority for more speaking activities. To meet this end, teachers are in an ongoing search for innovative teaching methods, tools, and materials that provide them with better opportunities, facilities, and sources in teaching speaking skill.

Section Two: Blended Learning

2.1. Definition of Blended Learning

Blended learning has been considered over the past few decades, as one of the most useful approaches to improve the quality of education. It does not have a single definition upon which researchers agree. However, the prevalent definition of the concept of blended learning centers on the incorporation of online teaching and learning methods with face-to-face teaching and learning method (Koşar, 2016, p. 737). According to Sharma & Barrett (2009):

> Blended learning is one of the recent ways which combines face-to-face classroom component with an appropriate use of technology. The term technology covers a wide range of recent aspects such as the Internet, CD rooms and interactive white broad. It also combines the use of computer as a means of communication such as chat and email. (p. 7)

From a different perspective, Thorne (2003) defined blended learning as an elegant solution to the challenges of learning, which represents an opportunity to integrate the innovations and technological advances offered by online learning with the integration and participation offered in traditional classroom learning (p. 25-33). It simply enables the learners to take advantage of the best features of face-to-face learning, with the best features of online facilitation. In an attempt to meet the diverse needs of the learners and to improve their level, by making them more engaged and interactive into learning. Blended learning is further defined by Yoon & Lee (2010 as cited in Yoon,. 2011) as a method that,

> Bringing together the positive attributes of online and offline education, including instructional modalities, delivery methods, learning tools, etc., relation to language teaching and learning approaches and methods in order to reinforce learning process, to bring about the optimal learner achievement, and to enhance the quality of teaching and learning. (p. 180)

These definitions elucidate that affective integration and the use of different delivery methods (online/ face-to-face) of teaching and learning, are extremely helpful to enrich the teaching and learning processes. Despite the myriad of definitions that exist in

the literature about the concept of blended learning, it has mostly concurred that this pedagogical approach combines both face-to-face instruction and computer-mediated instruction.

2.2. The History and Origins of Blended Learning

Over the last few decades, the field of education has gone through considerable changes due to the rapid advancement in technology. In this concern, Chen, Ruberg and Martin (2008) claimed that:

> Technology holds great potential for students to develop deeper knowledge and execute reflective thoughts by the specific tasks that they otherwise will not have access to. Technology also provides capabilities to complement students' learning styles and multiple intelligences...The advancement of technology creates new opportunities for learning, teaching and assessment. (p. 202-204)

More clearly, the use of technologies in teaching and learning has changed the educational field and introduced new methods that satisfy the needs of teachers and help learners fulfill better academic achievement. In this respect, blended learning is considered to be one of the newest methods being adopted "for the purpose of improving the quality of instruction and expanding students learning experience" (Hawi & Sudira, 2019, p. 1). Marques and other researchers set up a new teaching model that "integrate conventional classroom teaching and web-based distance learning technologies to form a hybrid instruction model for teaching paradigm that can be easily applied toward learning-centered education" (Marques et al., 1998, p. 90).

However, the origins of blended learning can be traced back to the early 1990s, when this approach developed its roots by incorporating technologies into education such as those that feature video and sound. According to Jayanthi (2019), blended learning can be dated back to the 1840s. During that time, Sir Isaac Pitman launched the first variation of distant learning that closely resembles what we know today. He sent a short-hand text to his students via mail postcards. The students, in their turn, were required to resend them to

be graded and corrected (p. 392). Principally, the practice of this approach began to grow in popularity following the publication of *The Handbook of Blended Learning* by Curtis, J., Bonk, Charles, R. & Graham, C.R. in 2006. Since then, blended learning began to be understood as "the union between face-to-face instruction and technology-based learning" (Jayanthi 2019, p. 392).

2.3. The Importance of Blended Learning

It is widely acknowledged that blended learning refers to the use of traditional face-to-face instruction with online instruction, in such a way that students get the best of both. Since then, it has become common to attain favorable outcomes in learning. Graham, Allen & Ure (2005) found that "overwhelmingly, teachers and educators choose blended learning because it: improved pedagogy, increased access and flexibility and also increased cost effectiveness" (As cited in Graham 2006, p. 8).

2.3.1. Improved Pedagogy

According to Graham (2006), one of the most commonly cited benefits of blended learning is that it offers more effective pedagogical practices (p. 8). This is mainly illustrated since "the use of blended learning approach has increased the presence of active learning strategies, expanded the number of peer-to-peer activities and the use of learner-centered strategies" (Acree et al., 2017, p. 106). In this sense, the use of various learning activities (online/ in a classroom) in a blended environment helps students to move from a passive note-taking role to an active learner-centered role. Therefore, students are considered to have learner-centered activities that enable them to be cognitively active.

2.3.2. Increased Access and Flexibility

For classroom teachers, "blended learning allows learners to engage in learning activities wherever and whenever it is convenient to them. It provides the learner with new ways for interacting with content and allows the teacher to flexibly personalize learning for

all students" (Acree et al., 2017, p. 106). In this context, students within a blended learning course can get access to a wide variety of resources/ materials through the use of their devices while being seated in the classroom or at home. In the same vein, Wingard (2004) stressed on the idea of accessibility by stating that "the student like to have the ability to access course materials anytime, anyplace and are positive about the convenience and flexibility this provides them because blended learning courses help in providing them with the flexibility they need" (p. 27).

2.3.3. Increased Cost Effectiveness

The blended learning method "provides many opportunities for reaching a large and globally dispersed audience in a short period of time with consistent content delivery" (Graham, 2006, p. 10). In other words, educational institutions are able to deliver content anywhere and anytime to meet their learners' needs. Accordingly, "blended learning allows educators and institutions to provide online content to many learners around the world for a very low marginal cost" (Acree et al., 2017, p. 106).

Of course, there are not only three benefits of blended learning, but increasingly other researchers like Marsh (2012) argued that the importance of blended learning can be pointed as follows.

1. "It provides a more individualized learning experience" by enabling learners to be more independents in choosing how to study and find materials on their own.

2. "It provides more personalized learning support" to learners by allowing instructors and teachers to provide more feedback on students' work.

3. "It supports and encourages independent and collaborative learning" through the use of interactive online and offline materials.

4. "It increases student engagement in learning". By providing them with autonomy support and active learning strategies.

5. "It accommodates a variety of learning styles" by providing access to an unlimited number of materials (online and offline).

6. "It provides a place to practice the target language beyond the classroom," by increasing hours of online courses.

7. It provides a potentially "less stressful practice environment for the target language" since learners are not always in the physical presence with their teachers.

8. "It provides flexible study, anytime or anywhere, to meet learners' needs".

9. "It helps students develop valuable and necessary twenty-first century learning skills" such as word processing, web searching, and online communication. (Marsh, 2012, p. 4-5)

2.4. Characteristics of Blended Learning

The teacher's role in blended learning instruction is more concerned with the mixing of face-to-face classroom learning and the utilization of technological tools such as the Internet, computers, and online applications. For that reason, it is essential for teachers to know more about the characteristics of blended learning before using it in EFL classes. According to Lalima & Dangwal (2017), there are several characteristics of blended learning.

1. "Students have the option of the two modes" by using either the traditional mode of classroom, where they interact with their teacher or the online mode supported learning.

2. "Teachers are well versed with both the modes" as they will be equipped in using traditional methods and other modern technologies.

3. "Students get face-to-face interaction as well they interact in virtual space". They get the opportunity to interact with their classmates inside and outside the classroom.

4. "Students get full experience in using new technology" and benefits from it by making their experience in using technology richer.

5. "Students get training in different life skills" like: patience, decision making, critical thinking and communication through classroom and online instructions.

6. "Allround development of personality is targeted" in which, students get full opportunity to develop their personality in all different aspects mainly cognitively and emotionally.

7. "Physical development is possible within school campus" where students get time and opportunity for more physical work inside the school.

8. "Students get wide exposure and new perspectives of the course content" by enriching their content knowledge.

9. "It has a human touch" due to the physical presence of teacher via traditional approach and even during online learning.

10. "Makes teaching/ learning processes learner-centered" and enable them to be more active. As opposed to the traditional teacher-centered role.

11. "Diverse role of teacher" as a motivator, organizer, facilitator, and developer.

12. "Student constructs knowledge rather than just consume it". Learners are autonomous, in which they depend on themselves in searching for helpful learning strategies. (Lalima & Dangwal, 2017, p. 132)

2.5. Models of Blended learning

Because of the various characteristics that blended learning holds, researchers classify this approach into several models. Since the balance between its elements allows for more than one model to be constructed. Hence, it can be delivered in a multitude of ways and used for different learning purposes depending on the needs of the students. According to Acree et al. (2017), the majority of blended learning implementations have been categorized into four models: rotation model, flex model, a la carte model, and enriched virtual model (p. 107).

2.5.1. Rotation Model

In a rotation model, the teacher rotates students between online learning and some forms of face-to-face instructions. According to Beaver et al. (2015), the practice of this model means that a student stays at the desk but switches between a paper and pencil instruction and online instruction like a tablet or a laptop (p. 2). Typically, there are four types of the rotation model that have been discussed: station rotation, lab rotation, flipped classroom, and individual rotation (Beaver et al., 2014, p. 7).

2.5.1.1. Station Rotation

In this model, students rotate between various stations within the classroom, and at least one of these stations includes an online learning component. Other stations involve more traditional instructional learning tasks, such as small group work, pencil-and-paper assignments, and full-class discussions (Staker & Horn, 2012, p. 8).

2.5.1.2. Lab Rotation

This rotation model is similar to the station rotation, but online learning takes place in "a learning lab that is designed primarily for this purpose" (Beaver et al., 2014, p. 7). This means that students rotate between the classroom environment and the learning lab while studying in the school.

2.5.1.3. Flipped Classroom

In the flipped classroom, students rotate on a fixed schedule between classroom instruction during the school day and online instruction outside of school hours (Beaver et al., 2014, p. 7). Basically, this will enable students to control how, when, and where they receive their online instruction.

2.5.1.4. Individual Rotation

In this rotation model, "students individually customize how they rotate between modalities" (Staker & Horn, 2012, p. 11). Beaver et al. (2014) claimed that individual

rotation is unlike the other rotation models, students do not necessarily rotate to each available station (p. 7). That is to say, students do not need to rotate every available station or modality (face-to-face/online modalities) while learning.

2.5.2. Flex Model

The flex model is one in which "online is the backbone of student learning, even if it directs students to offline activities" (Christensen, Horn & Staker, 2013, p. 26). In this context, students can move through the online content according to their own needs and understanding and taking the course in the school while the teacher provides them with some support individually or in small groups (Acree et al., 2017, p. 108). Along similar lines, Staker & Horn (2014) argued that "some implementations have substantial face-to-face support, whereas others have minimal support. For example, some flex models may have a face-to-face certified teacher who supplements the online learning on a daily basis, whereas others may provide little face-to-face enrichment" (p. 8).

2.5.3. A la Carte Model

A la carte model is also known as the self-blended model. It is a way of learning, in which students take one or more courses entirely online with an online teacher and at the same time continue to have a classroom experience (Christensen, Horn & Staker, 2013, p. 26). Within this perspective, students take an online course that compliments what they are learning in their school. Staker & Horn (2014) pointed out that "this model differs from full-time online learning because it is not a whole-school experience in which students can take some courses a la carte and others by face-to-face at schools" (p. 9).

2.5.4. Enriched Virtual

According to Acree et al. (2017), "in an enriched virtual model; students attend one or more required face-to-face meeting and then complete the reminders of the coursework online, at their own pace" (p. 108). Hence, students are required to have face-

to-face learning sessions with their teacher and then they are free to complete the remaining course via online tools. Accordingly, students in this model divide their time between attending classroom learning and learning using online delivery of content and instruction (Christensen, Horn & Staker, 2013, p. 26).

2.6. The Role of Teacher and Student in Blended Learning

Blended learning refers to the educational context that provides the delivery of both online and face-to-face learning. "This dichotomy of face-to-face/ online can be epitomized through a traditional classroom setting that has built its own website (generally the teacher does) to post the syllabus, relevant data, lessons, assignments, resources, and exam results" (Annetta et al., 2010 p. 153). Consequently, it is important to discuss the major roles that teachers and learners hold, with respect to the blended learning approach.

In blended learning, instructors are responsible for promoting the student-centered learning in both the online and face-to-face environment that highly depends on the fact that students must be responsible on their own learning, by making them constructors of knowledge rather than a consumer of it. This idea was increasingly supported by Sharma (2019), in which she stated that "in the traditional model, the teacher is the provider of knowledge. Blended Learning, on the other hand, positions the student as an active pursuer of knowledge" (p. 326). However, students still need the guidance of their teacher in learning how to be a self-director and managing their time in the learning process. Since then, Sharma (2019) listed various roles that the teacher holds in blended learning in which he/she act like:

2.6.1. A Classroom Planner and Content Experts

In the blended classroom, teachers are required to be able to plan a long-term curriculum and instructions (Sharma, 2019, p. 326). That is to say, curriculum planning and instructional strategies must have well-planned content resources; designed by the

teacher to teach the available subjects perfectly. As well as, planning different instructions based on achieving students' needs and fulfilling learning outcomes. Additionally, mastering content creation is part and parcel of the teacher's role. In this respect, teachers are required to create appropriate content and master the art of utilizing it in both face-to-face and online environments. According to Sharma (2019), the teacher role is to "render that content in different formats such as video, tutorials, learning through doing, eBooks, online lectures, podcasts, and others, so as to capture the learning style of diverse students in their classrooms" (p. 326). That is why, it is important for teachers or educators to have both a strong background about different students learning styles and the most effective teaching methods and techniques, that provides them with facilities in the context of teaching English as a foreign language (TEFL).

2.6.2. A Coach and Tutor

Coaching and tutoring are simply referring to the teacher's role in supporting their students to achieve specific goals and coaching them to reach their full potential. According to Sharma (2019), "a teacher needs to encourage students and celebrate their successes" (p. 326). This mainly refers to the importance of the phycological encouragement that the teacher provides his/her students with, which basically affects their motivation to succeed and raises their performance increasingly.

2.6.3. A Facilitator

In blended learning, the teacher's main role is to facilitate the gaining of knowledge and to help students understanding the information represented in the course (Sharma, 2019, p. 326). In this respect, teachers must use various strategies that keep learners engaged and motivated in the lesson; which basically will make the acquisition of information and knowledge more easily.

2.6.4. An Evaluator

Teachers should be able to evaluate and provide students with feedback. "Blended learning supports teacher interaction with individual students to deepen and strengthen student/teacher relationships" (Sharma, 2019, p. 326). Based on this perspective, teachers will be closer to their students and help them identify their challenges that often serve as obstacles to learning.

2.7. Blended Learning and its Relation to Speaking

In an EFL context, speaking seems to be the most desirable language skill that needs to be mastered and improved. A closer look at the literature revealed that "the lack of speaking opportunities is one of the major problems in English speaking interaction" (Chen, 2015, p. 88). In this vein, blended learning came as a solution to resolve these problems. Most importantly, this approach will help learners to practice more their speaking by providing them with resources and materials that support the speaking activities in particular, mainly with the use of technologies along with classroom instructions. Therefore, in learning how to speak using a blended learning model "online and face-to-face learning will assist students by solving their problems during learning the speaking skill" (Syaifudin, 2017, p. 31).

Conclusion

Developing the speaking skill is one of the challenging tasks while learning a language, because learners lack the opportunity to practice more their speaking. However, it is possible to rectify this by integrating new innovative teaching methods such as blended learning that improved the quality of education. To meet this end, this chapter was divided into two sections. The first section discussed issues related to speaking skill, whereas the second chapter exposed blended learning as a teaching method to enhance learners' speaking skill.

Chapter Two: Fieldwork

The theoretical chapter of this study sheds light on the different issues related to speaking skill, as well as the effective use of blended learning in enhancing learners' speaking skill. This chapter is devoted to presenting the practical fieldwork which aims at investigating the students' attitudes towards the use of blended learning on enhancing EFL learners' speaking skill at the University of Mohammed Seddik Ben Yahia. The practical chapter covers the research methodology followed in data collection with population and sampling. Then, it analyzes the results obtained from the questionnaire. Finally, an overall analysis of the questionnaire and discussion of these results are obtained in an attempt to answer the research questions and to test the hypothesis posed in the research proposal of this study.

2.1. Research Methodology

In order to reach the aim of this research work, a questionnaire was administrated to 35 second-year students of English to find about their perceptions towards the use of blended learning to enhance their speaking skill, at the University of Mohammed Seddik Ben Yahia- Jijel.

2.2. Population and Sampling

The present study is concerned with exploring the students'attitudes towards the effectiveness of using blended learning as a teaching method in developing learners' speaking skill. It was conducted in the second semester of the academic year 2020/2021 within the Algerian context of Teaching English as Foreign Language (TEFL) at the University of Mohammed Seddik Ben Yahia, Jijel. The population consisted of second-year students at the department of English language. Thirty-five second-year students were selected randomly as the sample of the study from the total number of a population of 295

students. Second-year students were selected because they are seen as advanced learners of English and they already have enough abilities in the spoken language.

2.3. The Students' Questionnaire

2.3.1. Description and Administration of the Students Questionnaire

The present questionnaire is composed of twenty-three questions, arranged into three sections. Section one is entitled "General Information". Section two is devoted to "The Speaking Skill". The last Section is entitled "The Role of Blended Learning in Enhancing the Speaking Skill".

Section One: General Information

The first section gathers general information about the students. It consists of three questions **(Q1-Q3)**. **(Q1)** aims at gathering information about students' gender. **(Q2)** is designed to explore students' level at English, while **(Q3)** is devoted to know whether students' choice of English was personal or parental.

Section Two: Speaking Skill

The second section is allocated to the concept of speaking skill. It consists of ten questions **(Q1-Q10)**. **(Q1)** aims to identify learners' most preferred skills. **(Q2)** is designed to explore students' opinions about whether speaking is important in learning a language or not. In **(Q3)**, students are asked to rate their level in the speaking skill. **(Q4)** aims to find responses related to whether the time devoted to speaking classes is sufficient or not, whereas **(Q5)** is about the difficulties that the students encounter in speaking. In **(Q6),** students are asked to say whether they rely only on classroom activities to develop their speaking. **(Q7)** intends to explore students' opinion about the role of teacher methods in practicing the speaking skill, while **(Q8)** demands requests to say whether those methods are useful or not. In **(Q9)**, students are asked to select the most used techniques in oral

expression classes. The last question **(Q10)** focuses on students' opinions about the integration of technology into the learning process.

Section Three: The Role of Blended Learning in Enhancing the Speaking Skill

The third section examines the use of blended learning to improve students' speaking skill. It is comprised of ten questions **(Q1-Q10).** Questions from **(Q1)** to **(Q3)** are designed to explore students' opinions about the integration of technology in learning the four skills, particularly speaking skill. In **(Q4)**, students are asked to specify whether they prefer the oral expression module to be taught face-to-face, online or both. **(Q5)** seek to know whether they consider the combination of face to face and online learning beneficial or not. **(Q6)** and **(Q7)** are intended to explore the advantages of using blended learning as a teaching method, as well as students' opinions about its effectiveness in giving them more chance to practice their speaking. Students are asked in **(Q8)** about the online tools they prefer to use in blended learning. **(Q9)** and **(Q10)** aim to examine to what degree students believe that blended learning will be beneficial to them, and what attitude do students hold towards using blended learning to improve their speaking skill.

2.2.2. Analysis of the Students' Questionnaire

Section One: General Information

Q1. Specify your gender:

Table 01

Students' Gender

Options	Number of Students	Percentage (%)
Male	4	11,4%
Female	31	88,6 %

Total	**35**	**100 %**

Table 01 explores the students' gender. It shows that the majority of participants are females representing (88.6%) of the sample, while male students represent only (11.4%). This can be attributed to the fact that the percentage of female students at the department of English at Mohammed Seddik Ben Yahia University is higher than that of males.

Q2. How do you describe your level in English?

Table 02

Students' Level of English

Options	Number of Students	Percentage (%)
Excellent	2	5,7%
Good	11	31,4%
Average	20	57,1%
Fair	1	2,8%
Poor	1	2,8%
Total	**35**	**100%**

Table 02 displays the students' level of English in the context of learning at the University of Mohammed Seddik Ben Yahia. It shows that (57.5%) of the students represent an average level, while (31.5%) of them have a good one. Not expectedly, (5.7%) of the participants have an excellent level in English, while (2.8%) reported that their level in English is fair. The remaining percentage of students (2.8%) holds a poor level of English.

Q3. Your choice of English was:

Table 03

Students' Choice of English

Options	Number of Students	Percentage (%)
Personal	27	77,2%
Parental (family imposed)	2	5,7%
You had no other choice	6	17,1%
Total	**35**	**100%**

Learners' answers to this question demonstrate that (77.2%) of students choose English for personal interest. However, (17.1%) of them had no other choice; whereas, (5.7%) of the students' choice was taken by their parents or family. Hence, it can be said that more than half of the students pointed that they choose personally learning English at university. This is because students may want to reach a level of proficiency that enables them to communicate in the English foreign language effectively.

Section Two: The Speaking Skill

Q1. Which of the following language skills do you prefer most?

Table 04

Students' Preferred Skills

Options	Number of Students	Percentage (%)
Listening	5	10%
Speaking	22	44%
Reading	16	32%
Writing	7	14%
Total	**50**	**100%**

The aim of this multi-choice question is to find out the most preferred skills for students and to discover the number of learners who prefer speaking to other skills. From the observation of the table above, the results indicate that the speaking skill came first in the students' choice with (44%). A considerable percentage of participants (32%) claim that they prefer reading as well. (14%) of students are into writing and (10%) of them prefer listening. It can be said that an overwhelming majority of learners prefer the speaking skill due to its role in communication, learning processes and maybe because they prefer to express their thoughts through words.

Q2. To learn a language, you have to learn mostly how to speak that language fluently and accurately.

Table 05

Students' Perceptions about the Importance of speaking

Options	Number of Students	Percentage (%)
Strongly agree	12	34,3%
Agree	18	51,5%
Neutral	4	11,4%
Disagree	1	2,8%
Strongly disagree	0	0%
Total	**35**	**100%**

Table 05 shows that (51.5%) of students have agreed that to learn a language, they have to learn mostly how to speak that language fluently and accurately. While (34.3%) of them said that they strongly agree with this idea. (11.3%) of the students have neutral stands, while the remaining ones (2.8%) have disagreed in their answers. One can explain the different answers given by students, to the fact that the majority of the students agreed

about the importance of speaking and that mastering speaking leads to mastering other skills.

Q3. How do you describe your level in the speaking skill?

Table 06

Students' Level in the Speaking Skill

Options	Number of Students	Percentage (%)
Very good	2	5,7%
Good	14	40%
Average	18	51,5%
Poor	1	2,8%
Total	**35**	**100%**

This question was addressed to students, in an attempt to know their level of speaking skill. 18 participants (51.5%) indicated that their level is average in the speaking skill, whereas 14 participants (40%) claimed that their speaking level is good. Only 2 participants with a percentage of (5.7%) acknowledged that their level in the speaking skill is very good. The last option 'Poor' received only one (1) participant with a percentage of (2.8%). It can be said that the level of most of the students is average.

Q4. Do you think that the amount of time devoted to speaking classes is sufficient?

Table 07

Time Devoted to Speaking

Options	Number of Students	Percentage (%)
Yes	2	5,7%
No, more time is needed	33	94,3%
Total	**35**	**100%**

Table 07 explores students' perceptions about whether the time devoted to speaking is sufficient or not. Interestingly, (94.3%) of the students answered that they need more time to practice their speaking. While the remaining percentage (5.7%) of the students think that the time devoted to practice speaking is sufficient. This means that the overwhelming majority of the learners thought that the time allocated for speaking classes is not sufficient

Q5. Which difficulties do you face when practicing the speaking skill?

Table 08

Speaking Difficulties Encountered by the Students

Options	Number of Students	Percentage (%)
Lack of motivation	3	6%
Lack of practice inside the classroom	12	24%
Teacher's method of teaching	2	4%
Pronunciation difficulties	16	32%
Anxiety	10	20%
Shyness	7	14%
Total	**50**	**100%**

The above question was addressed to students in an attempt to find out the difficulties they face when practicing their speaking. The findings represented in table 08 show that (32%) of the participants consider pronunciation difficulties as the most difficult aspect in speaking. While (24%) of students reported that they face many difficulties due to the lack of practice inside the classroom. That is, the percentage (20%) of students opted that anxiety is one of the complicated speaking difficulties. Meanwhile, (14%) selected the

problem of shyness, and (6%) stated that this is increasingly a result of the lack of motivation.

Q6. Do you rely only on classroom activities to develop your speaking skill?

Table 09

Students' Reliance on classroom activities

Options	Number of Students	Percentage (%)
Yes	6	17,1%
No	29	82,9%
Total	**35**	**100%**

An examination of the table above reveals that the majority of learners (82.9%), answered that they do not depend only on classroom activities to enhance speaking skill. On the other hand, a ratio of (17.1%) said that they rely on those activities as a means to develop the spoken language. These results show that nearly not all learners depend on the classroom activities only in practicing speaking

Q7. One of the difficulties you may face when practicing speaking is the teachers' method.

Table 10

Students' Perceptions about the Teachers' Method

Options	Number of Students	Percentage (%)
Strongly agree	5	14,3%
Agree	9	25,7%
Neutral	9	25,7%
Disagree	10	28,6%
Strongly disagree	2	5,7%
Total	**35**	**100%**

The purpose of this question is to investigate whether the teachers' method is considered as a difficulty encountered by students in developing their speaking skill or not. The results indicated that (28.6%) of the participants disagreed with this idea, while (25.7%) of them agreed. Other students with the same percentage (25.7%) confirmed that they are neutral. On the other hand, (14.3%) of students strongly agreed that the teachers' method poses a difficulty in developing the speaking skill. The remaining respondents (5.7%) strongly disagreed. It is worthy to emphasize that the role of teachers in choosing the appropriate methods for their students is very important in helping them develop their speaking.

Q8. You can describe the methods used by teachers in teaching the speaking skill in a foreign language classroom as:

Table 11

Students' Opinions about the Effectiveness of Speaking Teaching Methods

Options	Number of Students	Percentage (%)
Useful	15	42,9%
Not useful	1	2,8%
Interesting	19	54,3%
Total	**35**	**100%**

The question at hand was asked for a better understanding of the students' opinions about the methods used to teach speaking. It is apparent from the above table, that (54.3%) of students think that the methods used in teaching speaking are interesting. (42.9%) think that they are useful, while only (2,8%) of them think that they are not useful at all. The students pay more attention to the teaching methods because it plays a vital role in developing their abilities in the spoken language.

Q9. Which of these techniques does your teacher use in oral expression classes?

Table 12

Teachers' Techniques Used in Oral Expression Classes

Options	Number of Students	Percentage (%)
Group Work	13	14,3%
Individual Work	18	19,8%
Pair Work	16	17,6%
Classroom Interaction	5	5,5%
Discussions	26	28,5%
Dialogues	13	14,3%
Total	**91**	**100%**

Question 9 is a multiple-choice question that allows students to select more than one option. Students are asked in this question to identify the techniques used by their teachers in oral expression classes. (28.5%) of the students chose discussions, while others with a percentage of (19.8%) stated that their teachers used individual work more. Additionally, (17.6%) of the participant selected pair work, and (14.3%) of them picked group work. Remarkably, an equal percentage of students (14.3%) choose dialogues as a teaching technique that is used in oral expression classes. However, the remaining percentage (5.5%) shows that their teachers used classroom interaction.

Q10. Would you like to have additional English-speaking opportunities with the use of technology during the learning process?

Table 13

Students' Perceptions about Integration of Technology into Learning

Options	Number of Students	Percentage (%)
Yes	34	97,2%

No	1	2,8%
Total	**35**	**100%**

This question was intended to reveal students' opinions about whether they like to have additional opportunities with the use of technology or not. Table 13 shows that a ratio of (97.2%) of students answered yes, which means that they prefer the integration of technology into learning. While only 1 student (2,8%) answered negatively (No). These results indicated that the hard majority of students prefer the implementation of technologies into the educational field.

Section Three: The Role of Blended Learning in Enhancing the Speaking Skill

Q1. Do you prefer the use of technology in EFL classes?

Table 14

Students' Preference about the Use of Technology in EFL classes

Options	**Number of Students**	**Percentage (%)**
Yes	32	91,4%
No	3	8,6%
Total	**35**	**100%**

Question 1 in this section seeks to identify whether students prefer the use of technology in EFL classes or not. Almost the majority of students (91.4%) prefer the use of technology, while only (8.6%) of them responded negatively. This significantly illustrates that students of this generation prefer the use of new innovations and technologies while learning a language.

Q2. How would you describe the integration of technology in learning the four skills?

Table 15

Students' Opinions about the Effectiveness of Technology in Learning Skills

Options	Number of Students	Percentage (%)
Beneficial	33	91,4%
Not Interesting	2	8,6%
Total	**35**	**100%**

This question is specifically aims at discovering students' attitudes regarding the effective use of technology in learning the four skills. The results in table 15 indicated that (91.4%) of the students think that the use of technology is beneficial, whereas (8,6%) of them find it not interesting at all.

Q3. Do you think that the integration of technologies (such as e-learning, Internet, web-based gadgets, videos... etc.) in EFL classes helps in improving the speaking skill?

Table 16

The Effectiveness of Using Technologies to Improve Students' Speaking Skill

Options	Number of Students	Percentage (%)
Yes	32	91,4%
No	3	8,6%
Total	**35**	**100%**

This table illustrates the effectiveness of technology in improving students' speaking skill. Most of the students (91.4%) answered that technologies can help them in developing their speaking, while (8.6%) of them believe that they are not useful. The students, concerning this question, were asked to justify their answers. Hence, they assumed that the use of technologies will give them more opportunities to practice speaking. Additionally, they mentioned that technologies like videos will be a good source for them to develop their pronunciation and become fluent in the spoken language. It improves their abilities, as well as it provides them with a good background in vocabulary.

According to a participant, "if students use technologies, they will become independent learners". To put it in a nutshell, the integration of technologies is extremely helpful in developing students' speaking skill.

Q4. How do you prefer the oral expression module to be taught?

Table 17

Students' Preferences towards the Methods of Teaching Oral Expression Module

Options	Number of Students	Percentage (%)
Face-to-face	15	42,8%
Online	2	5,8%
Both	18	51,4%
Total	**35**	**100%**

Concerning this question, students were demanded to mention the methods they prefer to be employed by their teachers while teaching the oral expression module. This question seems to have divided the participants into different categories. As it is distributed in the table above, nearly more than half of the participants (51.4%) prioritize both the face-to-face and online teaching methods. While (42.8%) preferred only the face-to-face teaching method with the teacher presence in the classroom, and only (5.8%) liked the online teaching. This may imply that students prefer to have more opportunities in practicing speaking inside and outside the classroom.

Q5. What do you think about the combination of face-to-face learning and online learning (blended learning) as a new method to enhance students' speaking skill in higher education?

Table 18

Students' Perceptions about Blended Learning in Enhancing their Speaking Skill

Options	Number of Students	Percentage (%)
Beneficial	24	68,5%
Not interesting	11	31,5%
Total	**35**	**100%**

With regard to this question, it is mainly aims at probing the students' opinions about whether blended learning is beneficial or not. Results in table 18 indicate that more than half of the students (68.5%) claimed that the combination of face-to-face learning and online learning is beneficial to enhance their speaking skill. However, (31.5%) considered blended learning as a method that is not interesting at all.

Q6. Online learning together with face-to-face learning is very useful because it will:

Table 19

The Advantages of Blended Learning

Options	Number of Students	Percentage (%)
Motivate you to speak more	17	25%
Increase your performance	12	17,7%
Make the learning process more Enjoyable	19	27,9%
Make you an independent learner	20	29,4%
Total	**50**	**100%**

This question investigated the advantages of blended learning. It is a multiple-choice question in which students can select more than one option. As it is shown in the table, (29.4%) of the students claimed that blended learning will make them independent learners, whereas (27.9%) believed that blended learning will make their learning process more enjoyable. Additionally, 17 students with percentage of (25%) argued that blended

learning will motivate them to speak more, while (17.7%) of the participants think that blended learning will increase their performance.

Q7. Do you believe that blended learning will give you more chance to practice your speaking?

Table 20

Students' Opinions about the Importance of Blended Learning in Practicing Speaking

Options	Number of Students	Percentage (%)
Strongly agree	10	28,6%
Agree	16	45,7%
Neutral	1	2,8%
Disagree	8	22,9%
Strongly disagree	0	0%
Total	**35**	**100%**

Question 7 intended to reveal students' opinions about the benefits of blended learning in providing them with more opportunities in speaking. As shown in the table above, the largest number of students (45.7%) agreed that blended learning will give them more chances to practice their speaking. While (28.6%) of them strongly agreed about that. However, (22.9%) of students answered negatively (disagree), and only one student (2.8%) opted for neutral. One can state that the results are contradictory. About 75% answered positively (agree), whereas nearly 25% answered negatively (disagree).

Q8. What kind of online tools would you prefer to use in blended learning?

Table 21

Kinds of Online Tools Preferred by the Students

Options	Number of Students	Percentage (%)

EFL platforms	11	18,9%
Online discussion applications	18	31%
Chats	18	31%
Websites	7	12%
Emails	4	11,4%
Total	**58**	**100%**

Table 21 illustrates the kinds of online tools that students prefer to use in blended learning. (31%) of students prefer to use chats as an online tool. They justify their answers by claiming that the use of chat is very easy and they have accessibility to it everywhere. Relatively, an equal number of students (31%) like to use online discussion applications more. However, (18.9%) of them prefer EFL platforms and, (12%) like to use websites. The remaining percentages (11.4%) of students prefer the use of emails.

Q9. To what extent do you think Blended Learning will be beneficial to improve your speaking skill?

Table 22

Students' Opinions about the Benefits of Blended Learning

Options	**Number of Students**	**Percentage (%)**
Not at all	3	8,6%
To some extent	9	25,7%
To a moderate extent	9	25,7%
To a great extent	10	28,6%
To a very great extent	4	11,6%
Total	**35**	**100%**

Table 22 shows students' assumptions about whether blended learning will be beneficial in improving their speaking skill. (28.6%) of the students claimed that blended learning will be beneficial to them to a great extent, while (25.7%) believed that blended learning is beneficial to a moderate extent. Nine students (25.7%) said that blended learning is useful to them to some extent, and (11.6%) assumed that it will be helpful to a very great deal. The remaining respondents (8.6%) think that they will not benefit at all from blended learning in enhancing their speaking skill.

Q10. What is your attitude towards the use of Blended learning in enhancing your speaking skill?

Most of the respondents to the questionnaire, hold positive attitudes towards the use of blended learning in enhancing their speaking skill. They justified their answers and said that blended learning is beneficial for them in improving their capacities in the spoken language. Especially, developing pronunciation through the use of various online tools like online discussions and others; in combination with face-to-face learning. Basically, this provides them with more opportunities to practice speaking inside and outside the classroom. One of the students said that "it will be useful for us because there is no much time for extra practicing in the classroom, and when we have online discussions or even a contact with the teacher outside the classroom, it is considered as a good step for us as learners". Furthermore, using blended learning to teach speaking skill is highly recommended in their answers. Since it is beneficial to enhance their speaking skills, attain an adequate level of fluency, expand their minds to new techniques and increase their background in vocabulary as well.

2.3.3. Interpretation and Discussion of the Student Questionnaire Results

This discussion covers the main results gathered from the questionnaire. The study was intended to investigate the attitudes of second-year students of English at the

University of Mohammed Seddik Ben Yahia, about the effectiveness of blended learning to enhance their speaking skill. From the previously mentioned results, we can extract several conclusions that are based on making a correlation between the participants' answers in the three sections of the questionnaire. With regard to the first section of the questionnaire, its main goal is to have an idea about the general information of the students, their choice in studying English at the university and how they describe their level in this language. Results showed that more than half of the students (77.2%) choose to study English for personal interest, in an attempt to improve their level in English. In which, more than half of the students (57,5%) represent an average level.

The second section of the questionnaire is devoted to speaking skill. Results indicated that (44%) of the students prefer the speaking skill among the four skills, mainly because they like to express their ideas, thoughts, and beliefs through words and to be able to communicate and interact with others fluently. Additionally, more than half of the students (51.5%) believed that to learn a language they have to learn mostly how to speak that language fluently and accurately.

The previously mentioned results revealed that (82.9%) of students do not rely only on classroom activities to develop their speaking. And that is because, the majority of them face many difficulties due to the lack of practice, motivation as well the methods used by their teachers, and other psychological factors. However, a large number of students claimed that the methods and techniques used by their teacher, play a useful role in helping them to practice more speaking in which teachers employ many useful techniques that help their learners in the classroom. The majority of students admitted that among those techniques, they prefer more discussions, dialogues, and to work in groups or in pairs. In regards to the time allocated for speaking classes, the overwhelming majority of students (94.3%) responded negatively by stating that there is no sufficient time devoted to

speaking. Hence, (97.2%) of the students said that they would like to have extra speaking opportunities with the integration of technology into learning, which aims to give more attention to speaking and satisfy students' needs and interests.

The third section of the questionnaire deals with students' attitudes towards the role of blended learning in enhancing speaking skill. According to the obtained results, almost all the students noted that the use of technologies in EFL classes will be beneficial for them in enhancing their speaking, especially with the use of online tools, the Internet, videos, and others. Additionally, concerning how students prefer the oral expression module to be taught. More than half of the students (51.4%) claimed that they prefer the speaking sessions to blend both face-to-face and online methods. Relatively, (68.5%) of the students agreed that the combination of face-to-face and online learning (blended learning); will develop their speaking abilities and give them more chances to master English and practice it inside and outside the classroom. Thus, the use of blended learning as a teaching method will make students independent learners, motivate them to speak more, and increase their performance, as well making the process of learning more enjoyable for them. Likewise, students believe that blended learning is an effective method that should be integrated within EFL classes to enhance their speaking skill.

2.3.4. Overall Analysis and Interpretation of the Results

The focus of the present study is to investigate students' attitudes towards the use of blended learning to develop their speaking skill. The process of collecting data was through administrating a questionnaire to second-year students of English. The results obtained from the questionnaire are used as an attempt to answer the research questions and to confirm or reject the hypothesis posed at the beginning of the study.

2.3.4.1. The Attitudes of Second-Year Students towards the Use of Blended Learning in Enhancing their Speaking Skill

The obtained results from the questionnaire confirm that the majority of the students who participated in the study think that blended learning is an effective teaching method that is helpful in improving their speaking skill. That is to say, almost all students indicated that blended learning should be integrated in EFL classes as a new method to teach language skills, particularly speaking skill.

2.3.4.2. The Extent of the Attitudes Held by Second-Year Students towards blended learning

The analysis of the students' questionnaire proved that second-year students of English at the University of Mohammed Seddik Ben Yahia, strongly hold a positive attitude towards the use of blended learning as a teaching method to enhance their speaking skill. Thus, the findings revealed that second-year students encourage the implementation of blended learning in EFL context. Based on the obtained results, our research hypothesis is confirmed.

Conclusion

The main concern of this chapter was to confirm or reject the research hypothesis and reports the results. Throughout the analysis of the students' questionnaire, the results yielded from it show that most of the second-year students hold positive attitudes towards blended learning as a new teaching method. Furthermore, the majority of respondents assumed that blended learning will give them more opportunities to practice their speaking skill, as well as improve their performance and motivates them to speak more which enable them to communicate and interact with others fluently.

General Conclusion

a) Putting it Altogether

b) Pedagogical Recommendations

c) Limitations of the Study

d) Suggestions for Further Research

General Conclusion

a) Putting it altogether

The implementation of technologies in foreign language teaching and learning has become a necessary fact. Therefore, researchers in the educational field are in a quest for new methods that integrate those technologies to teach speaking skill. They conducted many studies to investigate new techniques and strategies that could provide students with more speaking opportunities. A well-known fact is that pictures can talk and express more than words, and make the learners enjoy learning rather than traditional boring lecturing. This assumption led to the integration of blended learning in teaching and learning the speaking skill. The main aim behind conducting this research work is to explore attitudes of second-year students of English at the University of Mohammed Seddik Ben Yahia, towards the use of blended learning to enhance their speaking skill.

The overall research work consists of two major chapters: the first one devotes to the theoretical framework of the study while the second part covers the practical part. As far as the theoretical part is concerned, it is divided into two sections. The first section provides an overview of the most pertinent issues related to the notion of speaking skill. However, the second chapter sheds light on the use of blended learning in the EFL context. Correspondingly, the second chapter reports the practical aspects of the study. It comprises three sections. The first section, entitled 'Research Methodology', outlines the nature of the study along with the procedures followed to gather data. The second section provides details on the sampling and population. Lastly, the third section provides a detailed analysis of the data collected and the results obtained from it.

The present investigation was carried out to answer the research questions that focus on the students' perceptions towards the use of blended learning in enhancing their speaking skill. More specifically, it sought to test the hypotheses stating

that 'implementing blended learning in EFL classes has a positive effect on improving second-year students' speaking skill'. To examine the aforementioned hypotheses and answer the research questions, a questionnaire was administered and answered by 35 second-year English language students at Mohammed Seddik Ben Yahia University.

The findings show that the students hold positive attitudes towards the effectiveness of blended learning, and almost all the students agree about the points that it will provide them with more opportunities to practice their speaking inside and outside the classroom. Additionally, they indicate that blended learning will motivate them to raise their interaction and performance and make the learning process more enjoyable. As a result, second-year students highly recommend using blended learning in the EFL context to improve their speaking skill. Overall and based on these findings, the research hypothesis is confirmed.

b) Pedagogical Recommendations

Based on the reported findings, a number of pedagogical recommendations are suggested:

- It is highly recommended that teachers must use new methods like blended learning inside classes to benefit from its advantages, because the use of blended learning engages the students and enable them to be more relevant to the new era of technology.

- Students should be provided with more opportunities to be engaged in the learning process especially in practicing speaking activities.

- Teachers should avoid traditional ways of teaching speaking, which disengage learners in terms of participation, interaction, and developing their communicative skills.

- In order to enhance student's engagement, teachers should integrate new methods that stimulate students' attention toward the learning of the spoken language.

- It is recommended that teachers must vary strategies used in teaching speaking, in order to attract the attention of students.

c) Limitations of the Study

No research is meant to be out of criticism and imperfections. Based on this assumption, the researchers acknowledge that the present study confronted some obstacles that hindered its successful implementation and resulted in certain limitations.

- One weakness is the lack of free primary resources on blended learning and its effect on enhancing speaking skill.

- The sample of the study is small and does not allow for different perceptions to be expressed; a bigger sample would make the result more valid.

- Due to COVID-19 that led to various changes in the educational system of universities, it was not possible to design an experimental procedure to examine the impact of blended learning on enhancing students' speaking skill.

d) Suggestions for Further Research

Based on the findings and the limitations of the current research, it is noteworthy to propose some suggestions concerning the field of the study.

- In our research, we conducted a descriptive study where the use questionnaire is regarded as a means of data collection. In an attempt to collect better insights on the effectiveness of blended learning, it is suggested that the researchers opt for experimental research to test the impact of this method on students' improvement of speaking skill.

- Teaching through innovative tools would be preferable to improve students' speaking skill. The researchers highly suggest learning via the use of recently emerging technologies.

- It is suggested for other researchers to conduct studies based on blended learning, not only in the speaking skill but also in other skills as listening, reading, and writing.

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<center>**Appendix**</center>

<center>**Students' Questionnaire**</center>

Dear student,

We would be very thankful if you answer the following questionnaire which aims to investigate second-year students' attitudes towards the use of ***Blended Learning*** in enhancing their speaking skill. Since the traditional methods used in EFL classes may not satisfy the learner's needs, blended learning is a new method of teaching used in EFL classes.

Thank you in advance for your cooperation and for the time devoted to answering this questionnaire.

Blended learning refers to a method which combines the traditional face-to-face classroom learning and online learning.

Section one: General Information:

Q1. Specify your gender:

☐ Male

☐ Female

Q2. How do you describe your level in English?

☐ Excellent

☐ Good

☐ Average

☐ Fair

☐ Poor

Q3. Your choice of English was:

☐ Personal

☐ Parental (family imposed)

☐ You had no other choice

Section Two: The Speaking Skill

Q1. Which of the following language skills do you prefer most?

☐ Listening

☐ Speaking
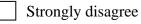
☐ Reading

☐ Writing

Q2. To learn a language, you have to learn first how to speak that language fluently and accurately.

☐ Strongly agree.

☐ Agree.

☐ Neutral

☐ Disagree.

☐ Strongly disagree

Q3. How do you describe your level in the speaking skill?

☐ Very good

☐ Good

☐ Average

☐ Poor

Q4. Do you think that the amount of time devoted to speaking classes is sufficient?

☐ Yes

☐ No, more time is needed.

Q5. Which difficulties do you face when practicing the speaking skill?

☐ Lack of motivation

☐ Lack of practice inside the classroom

☐ Teacher's method of teaching

☐ Pronunciation difficulties

☐ Anxiety

☐ Shyness

Others, please specify...

Q6. Do you rely only on classroom activities to develop your speaking skill?

☐ Yes

☐ No

Q7. One of the difficulties you may face when practicing speaking is the teachers' method:

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

Q8. You can describe the methods used by teachers in teaching speaking skill in a foreign language classroom as:

☐ Useful

☐ Interesting

☐ Not useful

Q9. Which of these techniques does your teacher use in oral expression classes? (You can tick more than one option)

☐ Group work

☐ Individual Work

☐ Pair Work

☐ Classroom interaction

☐ Discussions

☐ Dialogues

Others, please mention them ....

Q10. Would you like to have additional English speaking opportunities with the use of technology during the learning process?

☐ Yes

☐ No

Section Three: The Role of Blended Learning in Enhancing the Speaking Skill

Q1. Do you prefer the use of technology in EFL classes?

☐ Yes

☐ No

Q2. How would you describe the integration of technology in learning the four skills?

☐ Beneficial

☐ Not interesting

Q3. Do you think that the integration of technologies (such as e-learning, Internet, web-based gadgets, videos... etc.) in EFL classes helps in improving the speaking skill?
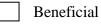
☐ Yes

☐ No

Please explain how..

Q4. How do you prefer the oral expression module to be taught?

☐ Face-to-face

☐ Online

☐ Both

Q5. What do you think about the combination of face-to-face learning and online learning (blended learning) as a new method to enhance students' speaking skill in higher education?

☐ Beneficial

☐ Not interesting

Q6. Online learning together with face-to-face learning is very useful because it will: (you can tick more than one answer)

☐ Motivate you to speak more

☐ Increase your performance

☐ Make the learning process more enjoyable

☐ Make you an independent learner

Q7. Do you think that blended learning will give you more chance to practice your speaking?

☐ Strongly agree

☐ Agree

☐ Neutral

☐ Disagree

☐ Strongly disagree

Q8. What kind of online tools do you prefer to use in blended learning? (You can tick more than one answer)

☐ EFL platforms (of universities like e-learning, British Council)

☐ Online discussion applications (Skype, zoom, Google Meet, Google Class ...etc.)

☐ Chats (Messenger, Viber, Google Chat)

☐ Websites

☐ Emails.

Others, please mention them...

Q9. To what extent do you think Blended Learning will be beneficial to improve your speaking skill?

☐ Not at all.

☐ To some extent.

☐ To a moderate extent

☐ To a great extent

☐ To a very great extent.

Q10. What is your attitude towards the use of Blended learning in enhancing your speaking skill?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

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Thank you for your collaboration

Résumé

Parmi les tâches les plus difficiles que rencontre les apprenants de la langue anglaise à savoir : l'incapacité pour acquérir la compétence de parler, lors du manque des occasions offertes à l'intérieur et à l'extérieur de l'établissement. Vu la faiblesse constater chez les étudiants, les professeurs sont dans l'obligation d'inclure d'autres méthodes innovantes qui leur offrent beaucoup plus de chances ; de ce fait, il facilite l'enseignement de compétence orale. Dans une tentative de trouver des méthodes adéquates, l'étude actuelle préconise un apprentissage mixte qui combine entre l'enseignement traditionnelle et l'enseignement en ligne. L'hypothèse des chercheurs prouve que l'introduction du l'apprentissage mixte dans le EFL classe, a un effet positif sur l'amélioration de compétences oral des étudiants. Afin de prouver son efficacité, une approche quantitative a été utilisée. On a collecté des données statistiques descriptive à l'aide d'un questionnaire, dont les questions ont été répondues par 35 étudiants de deuxième année de département d'anglais à l'université Mohamed Seddik Ben Yahia. Les résultats prouvent que la majorité des répondant ont une attitude positive envers L'apprentissage mixte ; car cette méthode donne aux étudiants de meilleures occasions de parler et leur offre une grande motivation à augmenter l'interaction et la performance, et rendant le processus d'apprentissage plus agréable.

Les mots clés : Attitudes, apprentissage mixte, occasions de parler, compétence orale.

ملخص

من أكثر المهام الصعبة التي تواجه متعلمي اللغة الانجليزية هي الفشل في اكتساب مهارة التحدث بها، وذلك نظرا لقلة الفرص المتاحة داخل وخارج القسم. وهذا ما جعل الاساتذة في حاجة الي ادراج اساليب وطرق مبتكرة توفر لهم فرصا وتسهل عليهم تدريس مهارة التحدث. في محاولة لإيجاد اساليب فعالة تعزز هذه المهارة، تقترح الدراسة الحالية ادراج التعليم المدمج كطريقة تدريس تجمع بين التعليم التقليدي والتعليم عبر الانترنت. الفرضية التي طرحت من قبل الباحثتان تنص ان ادراج التعليم المدمج في تدريس اللغة الانجليزية كلغة اجنبية، له تأثير ايجابي على تحسين مهارة التحدث لدى الطلاب. ولقد تم استخدام المنهج الكمي لاختبار مدى صحة هذه الفرضية، بحيث تم جمع البيانات الاحصائية الوصفية باستخدام استبيان شارك في الاجابة على اسئلته 35 طالبا من طلاب السنة الثانية في قسم اللغة الانجليزية لجامعة جيجل. وكشفت النتائج ان معظم المجيبين كانت مواقفهم ايجابية اتجاه التعليم المدمج. مبررين اختيارهم بان هذا التعليم يوفر لهم المزيد من فرص التحدث ويحفزهم على زيادة التفاعل والاداء مما يجعل عملية التعلم أكثر متعة.

الكلمات المفتاحية: المواقف، التعليم المدمج، فرص التحدث، مهارة التحدث.